Textbook Alignment to the Utah Core – 3rd Grade Mathematics

This alignment has been completed using an "Independent Alignment Vendor" from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No X

Name of Company and Individual Conducting Alignment: Clear-Cut Text, Julie Kanazawa

A "Credential Sheet" has been completed on the above company/evaluator and is (Please check one of the following):

☐ **On record with the USOE.**

X The "Credential Sheet" is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Grade 3 Mathematics Core Curriculum

Title: HSP Math **ISBN#: 0-15-341261-5 SE;**

0-15-342551-2 TE; 0-15-342552-0 TE; 0-15-342553-9 TE

Publisher: *Harcourt School Publishers*

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 100%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: Ancillary materials aligned to SE specific lessons cover the same standards as that lesson.

STANDARD I: Students will understand the base-ten numeration system, place value concepts, simple fractions and perform operations with numbers.

Percentage of coverage in the *student and teacher edition* for Standard I: 100%	**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 0%**

OBJECTIVES & INDICATORS		Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)	Coverage in *Ancillary Material* (titles, pg #'s, etc.)	*Not covered in TE, SE or ancillaries* ✓
Objective 1.1: Represent whole numbers up to 10,000, comprehend place value concepts, and identify relationships among whole numbers using base-ten models and symbolic notation.				
a.	Read, write, and represent whole numbers using standard and expanded form.	8 – 9, 10 – 13, 14 – 15		
b.	Demonstrate multiple ways to represent numbers using models and symbolic representations (e.g., fifty is the same as two groups of 25, the number of pennies in five dimes, or 75 - 25).	8 – 9, 10 – 13, 14 – 15		
c.	Identify the place and the value of a given digit in a four-digit numeral and round numbers to the nearest ten, hundred, and thousand.	10 – 13, 36 – 37, 38 – 39		
d.	Order and compare whole numbers on a number line and use the symbols $<$, $>$, $\neq$, and $=$ when comparing whole numbers.	28 – 31, 32 – 33, 34 – 35		
e.	Identify factors and multiples of whole numbers.	206 – 209, 234 – 235, 258 – 259		
Objective 1.2: Use fractions to describe and compare parts of the whole.				
a.	Identify the denominator of a fraction as the number of equal parts of the unit whole and the numerator of a fraction as the number of equal parts being considered.	446 – 449, 450 – 453, 464 – 465		
b.	Define regions and sets of objects as a whole and divide the whole into equal parts using a variety of objects, models, and illustrations.	446 – 449, 450 – 453, 464 – 465		
c.	Name and write a fraction to represent a portion of a unit whole for halves, thirds, fourths, sixths, and eighths.	446 – 449, 450 – 453, 464 – 465		
d.	Place fractions on the number line and compare and order fractions using models, pictures, the number line, and symbols.	458 – 461, 462 – 463		
e.	Find equivalent fractions using concrete and pictorial representations.	454 – 457		
Objective 1.3: Model problems involving addition, subtraction, multiplication, and division.				

a.	Demonstrate the meaning of multiplication and division of whole numbers through the use of a variety of representations (e.g., equal-sized groups, arrays, area models, and equal jumps on a number line for multiplication, partitioning and sharing for division).	204 – 205, 206 – 209, 210 – 211, 212 – 213, 214 – 217, 218 – 219, 220 – 223, 278 – 279, 280 – 281, 282 – 283		
b.	Use a variety of strategies and tools, such as repeated addition or subtraction, equal jumps on the number line, and counters arranged in arrays to model multiplication and division problems.	204 – 205, 206 – 209, 210 – 211, 212 – 213, 214 – 217, 218 – 219, 232 – 233, 234 – 235, 236 – 237, 244 – 247, 260 – 261, 278 – 279, 280 – 281, 282 – 283, 284 – 285, 286 – 289, 302 – 303, 304 – 305, 308 – 311		
c.	Demonstrate, using objects, that multiplication and division by the same number are inverse operations (e.g., 3 x □ = 12 is the same as 12 ÷ 3 = □ and □ = 4).	284 – 285, 286 – 289		
d.	Demonstrate the effect of place value when multiplying whole numbers by 10.	586 – 587		
e.	Write a story problem that relates to a given addition, subtraction, or multiplication equation, and write a number sentence to solve a problem related to the students' environment.	214 – 217, 290 – 293		
Objective 1.4: Compute and solve problems involving addition and subtraction of 3- and 4- digit numbers and basic facts of multiplication and division.				
a.	Use a variety of methods to facilitate computation (e.g., estimation, mental math strategies, paper and pencil).	64 - 67, 92 - 95, 594 - 595, 618 - 619		
b.	Find the sum or difference of numbers, including monetary amounts, using models and strategies such as expanded form, compensation, partial sums, and the standard algorithm.	56 – 57, 58 – 59, 64 – 67, 82 – 83, 84 – 85, 89 – 91, 92 – 95, 96 – 97, 122 – 123		

c.	Compute basic multiplication facts (0-10) and related division facts using a variety of strategies based on properties of addition and multiplication (i.e., commutative, associative, identity, zero, and the distributive properties).	48 – 49, 210 – 211, 212 – 213, 214 – 217, 218 – 219, 232 – 233, 234 – 235, 236 – 237, 238 – 239, 340 – 241, 260 – 261, 262 – 263, 302 – 303, 304 – 305, 306 – 307, 308 – 311, 322 – 323, 324 – 325, 330 – 331		

STANDARD II: Students will use patterns, symbols, operations, and properties of addition and multiplication to represent and describe simple number relationships.			
Percentage of coverage in the *student and teacher edition* for Standard II: 100%	**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard II: 0%**		
OBJECTIVES & INDICATORS	**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✓
Objective 2.1: **Create, represent, and analyze growing patterns.**			
a. Create and extend growing patterns using objects, numbers, and tables.	256 – 257, 424 – 425, 426 – 427, 428 – 431, 432 – 433		
b. Describe how patterns are extended using manipulatives, pictures, and numerical representations.	4 – 5, 256 – 257, 422 – 423, 424 – 425, 426 – 427, 428 – 431, 432 – 433		
Objective 2.2: Recognize, represent, and simplify simple number relationships using symbols, operations, and properties.			

a.	. Represent numerical relationships as expressions, equations, and inequalities.	28 – 31, 32 – 33, 336 – 337		
b.	Solve equations involving equivalent expressions (e.g., 6 + 4 = Δ + 7).	258 – 259, 260 – 261, 262 – 263, 284 – 285		
c.	Use the >, <, and = symbols to compare two expressions involving addition and subtraction (e.g., 4 + 6 □ 3 + 2; 3 + 5 □ 16 - 9).	238 – 239		
d.	Recognize and use the commutative, associative, distributive, and identity properties of addition and multiplication, and the zero property of multiplication.	240 – 241, 244 – 247, 262 – 263, 588 – 589		

STANDARD III: Students will describe and analyze attributes of two-dimensional shapes.			
Percentage of coverage in the *student and teacher edition* for Standard III: <u>100%</u>	**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard III: <u>0%</u>**		
OBJECTIVES & INDICATORS	**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✓
Objective 3.1: Describe and compare attributes of two-dimensional shapes.			
a. Identify, describe, and classify polygons (e.g., pentagons, hexagons, octagons).	356 – 357, 366 – 367		
b. Identify attributes for classifying triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).	358 – 359, 366 – 367		
c. Identify attributes for classifying quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).	360 – 363, 366 – 367		
d. Identify right angles in geometric figures, or in appropriate objects, and determine whether other angles are greater or less than a right angle.	350 – 353, 366 – 367		

Objective 3.2: Demonstrate the meaning of congruence through applying transformations.				
a.	Demonstrate the effect of reflection, translation, or rotation using objects.	390 – 391		
b.	Determine whether two polygons are congruent by reflecting, translating, or rotating one polygon to physically fit on top of the other.	378 – 379		
STANDARD IV: Students will select and use appropriate units and measurement tools to solve problems.				
Percentage of coverage in the *student and teacher edition* for Standard IV: 100%		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard IV: 0%**		
OBJECTIVES & INDICATORS		**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✓
Objective 4.1: Select and use appropriate tools and units to estimate and measure length, weight, capacity, time, and perimeter of two-dimensional figures.				
a.	Describe the part-whole relationships (e.g., 3 feet in a yard, a foot is 1/3 of a yard) between metric units of length (i.e., centimeter, meter), and among customary units of length (i.e., inch, foot, yard), capacity (i.e., cup, quart), and weight (i.e., pound, ounce).	512 – 513, 518 – 519, 520 – 521, 522 – 523, 538 – 539, 540 – 543		
b.	Measure the length of objects to the nearest centimeter, meter, half- and quarter-inch, foot, and yard.	514 – 517, 518 – 519, 540 – 543		
c.	Measure capacity using cups and quarts, and measure weight using pounds and ounces.	520 – 521, 522 – 523		
d.	Identify the number of minutes in an hour, the number of hours in a day, the number of days in a year, and the number of weeks in a year.	124 – 127, 128 – 129, 132 – 135		
e.	Describe perimeter as a measurable attribute of two-dimensional figures, and estimate and measure perimeter with metric and customary units.	560 – 563, 568 – 569		

Objective 4.2: Solve problems involving measurements.				
a.	Determine simple equivalences of measurements (e.g., 30 inches = 2 feet and 6 inches; 6 cups = 1½ quarts; 90 min. = 1 hr. 30 min.).	518 – 519, 520 – 521		
b.	. Compare given objects according to measurable attributes (i.e., length, weight, capacity).	514 – 517, 518 – 519, 520 – 521, 522 – 523, 540 – 543		
c.	Solve problems involving perimeter.	560 – 563, 568 – 569		
d.	Determine elapsed time in hours (e.g., 7:00 a.m. to 2:00 p.m.).	130 – 131		

STANDARD V: Students will collect and organize data to make predictions and identify basic concepts of probability.				
Percentage of coverage in the *student and teacher edition* for Standard V: 100%		**Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard V: 0%**		
OBJECTIVES & INDICATORS		**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	***Not covered in TE, SE or ancillaries*** ✓
Objective 5.1: Collect, organize, and display data to make predictions.				
a.	Collect, read, represent, and interpret data using tables, graphs, and charts, including keys (e.g., pictographs, bar graphs, frequency tables, line plots).	146 – 147, 148 – 149, 150 – 153, 154 – 155, 158 – 159, 160 – 161, 162 – 165, 168 – 169		
b.	Make predictions based on a data display.	166 – 167, 168 – 169		
Objective 5.2: Objective 2: Identify basic concepts of probability.				
a.	Describe the results of events using the terms "certain," "likely," "unlikely," and "impossible."	178 – 179		
b.	Conduct simple probability experiments, record possible outcomes systematically, and display results in an organized way (e.g., chart, graph).	180 – 181, 182 – 185, 188 – 191		
c.	Use results of simple probability experiments to describe the likelihood of specific outcome in the future.	178 – 179, 180 – 181, 182 – 185		